

# **Handbook for the First-time leaders in an International CISV Step Up-program for youth**

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<p>CISV stands for Children's International Summer Villages and it is the commissioning party of this thesis. As an international organization that promotes peace through global friendship, they organize summer camps and international programs for kids, youth and adults around the world.</p> <p>Step Up is a program designed for 14- and 15-year-old youths from nine different countries. It lasts for three weeks and is a multinational learning environment. It is one of the many programs that CISV organizes for youth; it has its own specific goals for learning.</p> <p>Being a leader in this kind of camp is both challenging and rewarding. The product of this thesis is a handbook for the Finnish leaders participating in a Step Up program, especially taking into consideration the first-time leaders who might well be new to the whole organization and its principles. The product presents the leader's role in the various phases before, during and after the camp. It also discusses a multicultural learning environment, intercultural communication and any possible barriers, encouraging the youth to achieve the desired goals.</p> <p>The theoretical part concentrates on voluntary work and motivation, as well as on peace education, in CISV and in general. Research questions consist of how relevant leaders found the specific trainings for the program, what could be improved and what motivated them to become a leader in the first place. The survey was published for both Finnish and foreign leaders of CISV.</p>	
<b>Keywords</b> voluntary work, intercultural communication, peace education, motivation, multicultural learning environment, youth	

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# **1 Introduction**

This thesis concentrates on implementing a handbook for the first time adult leaders in a CISV program called Step Up, which is a summer camp specifically destined to either 14 or 15 year old youth from nine different countries. CISV stands for Children's International Summer Villages and it offers international programs for children over 11 years of age, as well as youth and adults of any age. I participated as a leader for the first time this summer 2014 for a three week Step Up-camp in Savitaipale, Finland.

Therefore, the product part of this thesis is the handbook for first time Step Up-leaders. Theory will concentrate on voluntary work and motivation, peace education and communicating in a multicultural learning environment.

## **1.1 Topic and Background**

The topic of this thesis is producing the handbook-manual for the first time Step Up-leaders in a CISV program. It is targeted precisely for the Finnish leaders taking part in the international program and produced to support all the knowledge acquired from the local and national trainings as well as to introduce the new comers to the organization and its principles and offer some insights through the eyes of a first time leader.

The commissioning party is CISV Helsinki, one of the six local chapters that CISV has in Finland. CISV Helsinki has a guidebook for all the leaders in general, but since the programs are differing from each other as well as the age of the participants, I consider there is a need for this kind of specific handbook. I will categorize the product into four different content areas: CISV as an organization, preparations before the camp, during the camp and after the camp.

I participated personally in a CISV Step Up-camp as leader for the first time this summer 2014. However, I've been familiar with the organization since 2005 when I started in CISV and participated to my first international camp as a 14-year old delegate.

## **1.2 Objectives, Purpose and Research questions**

Objectives are to provide Step Up-leaders with practical handbook to support the training provided by CISV and their journey throughout the camp as well as remind them of the values of the organization. The leader experience in general in terms of the training and the camp and motivational factors will be examined as well.

Purpose is to help new leaders integrate to the organization and understand the whole concept as well as keep CISV updated on the leaders' needs and provide them with material for Step Up leaders in annual camps.

Research questions consist of the following ones: what motivates the CISV leaders to do voluntary work? How relevant were the contents of the trainings before the camp and do they need improvement? What to expect from a multinational working environment? How do people communicate with each other? What might be the barriers in the communication?

### **1.3 Research Methods**

Quantitative research is based on numeric results that can be explained in numbers. (HAAGA-HELIA 2014). I published a survey for CISV leaders about their motivation and experience, which includes both quantitative and qualitative questions. The questions are marked whether they are quantitative or qualitative in the survey sketch found in the appendices. (Appendix 1: Survey)

Qualitative research is based on describing and understanding phenomena. Researcher's own observations play a bigger role than other tests that are conducted. (Hirsjärvi, Remes & Sajavaara 2006, 155). My own empirical observations were participant observation and discussions in the local trainings, training weekends and during and after the camp.

Data collection methods that I used for the theory are CISV-database online, both international and national, CISV literature (Mosquito Tactics, Big Ed), survey for CISV leaders, relevant literature (on peace education, voluntary work, and intercultural communication), participant observation and discussions as well as all the notes made during the camp.

Data collection methods for the product were empirical observations; participant observation in the local and national trainings as well as in the camp, and discussions with other leaders before, during and after the camp. I used CISV database online as well as Leader's guide by CISV.

### **1.4 Glossary**

*Delegation*: the group of people from the same country participating in the camp; in Step Up it consists of one leader and four youth delegates

*Leader*: the adult leader (+21) of the delegation

*Delegate:* a delegation member, referring to the youth

*Staff:* a member of staff in the campsite

*Participant:* any participant of the camp; leaders, delegates and staff

*CISVer:* person who is a member of CISV

*Activity:* a recreational action for the whole camp planned by the youth in the planning groups, e.g. discussion, game, role play

*Debriefing:* the discussion part of the activity where the youth reflect the activity; led by the planning group who has made questions before hand

*Planning group:* a group of youth who plan activities and a leader(s) who facilitates the youth in the process

*Facilitate:* help the youth forward in any process in the camp without giving direct answers or leading questions; helping the youth to discover themselves

## **2 CISV – Children’s International Summer Villages**

CISV is an international organization promoting peace and global friendship by organizing summer camps for kids all ages starting from 11 years of age in more than 70 member countries. (CISV International 2014a). CISV was founded in 1950 by a US psychologist Doris Allen, who believed that the peace starts with the children. She has even been nominated for a Nobel Peace Prize. (CISV Sweden 2009, 82.) There are four different themes that vary by the year which are Human Rights, Diversity, Sustainable Development and Conflict and Resolution. (CISV International 2014b).

### **2.1 Program Specific: Step Up**

There are seven different CISV programs available for the kids, youth and adults, and this specific one, Step Up, is one of them. Step Up is targeted to the 14 or 15 year old youth. The duration is always three weeks, including one host family weekend in a local family. Each delegation consists of five delegates; one adult leader (+21) and four youth (14 or 15), two boys and two girls. Youth live together very closely in a multicultural atmosphere, learning to communicate with people from very different backgrounds, learning about others but also about themselves, and learning about different cultures but also about their own. Each youth belongs to a planning group, which consists of one or two leaders and four to six delegates from other countries than your own. Each planning group plans activities according to the camp theme or other CISV annual themes.

In Step Up the idea is that the youth build their camp and they get to make decisions themselves. They are the active doers and they can shape the camp to whatever they like (inside CISV principles and guidelines, of course). In a Step Up camp, leaders have to give the responsibility for the youth and accept that it’s not the leaders who make all the decisions concerning the camp. It’s a growth process for the youth and they will work towards achieving the educational goals set by CISV.

Goals for a Step Up camp are developing leadership skills, encouraging social responsibility towards the community, developing global awareness and enabling personal development. The activities planned in the camp should be in line with the camp theme or other CISV annual themes as well as encourage the youth to achieve these goals. Developing leadership skills can be taking the lead in an activity or any camp project and being able to facilitate the group or other individuals. Encouraging social responsibility towards the community is being able to identify current community issues and conflicts and to be will-

ing to contribute to local community after the program ends. Developing global awareness means willingness to understand and cooperate with people from other cultural backgrounds and understanding current global issues. Enabling personal development is to be confident to participate actively in the group discussions and to work well with a team. (CISV International 2014c). These goals are followed by using an individual evaluation sheet which each delegate has in their own name. Leaders and staff follow the development of the youth and mark down notes of the progress in these sheets. Each participant's achievements are being followed especially by their own leader and planning group leader, but anyone who sees progress can fill any delegate's sheet. Delegates themselves will not see the documents, but they will be sent to CISV International which is following how well each camp is achieving the goals.

## **2.2 Annual themes**

Annual themes are topics that CISV finds important and wants the youth to consider in planning of the activities in the daily camp life. Themes are the four following ones: Diversity, Conflicts and Resolution, Human rights and Sustainable Development. This year's theme for all the international CISV camps was Diversity. (CISV Finland 2014). I will introduce the themes in further detail:

**Diversity** is part of our everyday life and follows us everywhere to every group we belong to, let it be a classroom, sports hobby or your own home. It means to understand the similarities we share and also to realize the differences, and despite that, have respect and appreciation towards others. Diversity should be seen as richness since it offers a great potential with all the different kind of people in the group with their own special abilities. (CISV Sweden 2009, 38.) In CISV camps, the diversity theme links us to thinking about our own place in the world: how are we linked in our own community and eventually with the whole world, where do we fit as an individual. (CISV Finland 2014).

**Conflicts** shouldn't be seen as a negative occurrence, but something that might actually lead to a very fruitful improvement, for example. It is to be understood that they belong to everyday life and that we can come up with creative solutions to solve them. In order to do this, it is very important to understand what has caused the conflict. (CISV Sweden 2009, 38.) In CISV camps, we learn to understand how to solve small everyday life conflicts as well as bigger ones and how to do it in a just way. We are also learning what might be behind these conflicts causing them in the first place. (CISV Finland 2014).



**Human rights** are often seen self-evident: they are the very basic rights such as access to clean water, access to education, freedom of speech, right to live etc. We should remember that no matter how evident they are to ourselves, they are not evident for a big percentage of people who we share the globe with. Human rights are not only violated elsewhere, but it is happening in our own communities as well and we should open our eyes to that in order to build positive peace. (CISV Sweden 2009, 41.) In camps, we learn to recognize the human rights that affect to our lives in so many aspects and how the violations of those rights might be the reason for other great matters, such as poverty. (CISV Finland 2014).

**Sustainable Development** means reserving this planet and its natural resources also for the generations to come. It is something we can all take part in in our everyday actions by recycling, reducing water consumption, using public transportation and buying used clothes, for example. Sustainable development needs to start from individuals and communities but to stretch out to a global level as well. (CISV Sweden 2009, 41.) In CISV camps we learn about the future opportunities of the sustainable development and how everyone can contribute by their own actions. (CISV Finland 2014).

### **2.3 Educational Principles**

CISV's main educational principle is learning by doing, also called experiential learning: "I hear and I forget, I see and I remember, I do and I understand." (Confucius, Chinese philosopher) It's a learning process together with the community you are part of and it is led by the critical evaluation of the concepts and theories set by that community.

(Hakkarainen, Lonka & Lipponen 2000, 275.) We have a limited ability to process information and it is proved that the traditional teaching methods rarely lead to the development of the cognition of the student. Therefore it is necessary to develop new forms of experiential learning to encourage students to achieve even greater challenges. It is the cooperation with other members of the community and the sharing of expertise that are necessary and play even bigger importance in today's information society. (Hakkarainen & al. 2000, 264-64.) More simply put, in CISV experiential learning is learning directly from the experience. (CISV International 2011, 36).

In experiential learning your own commitment plays the big part: you participate, experience, think, discuss, reflect, learn and apply. You learn both from others and on your own, you share decision making with other delegates, you take the responsibility for your own learning and you recognize the importance of other people's knowledge, attitudes and values. (CISV International 2011, 37). In CISV these are divided into four steps that are

do, reflect, generalize and apply. “Do” stands for participating and commitment whereas “reflecting” refers to discussing and talking: what did you see, think and do in the activity? What was the motivation behind your actions? Did you achieve what you were trying to achieve? “Generalizing” is to understand the experience in a larger context based on the observations and the reflection part. “Applying” means the contributing of the learnt outcome in everyday life. It might take some time to be able to do this, since the final conclusions of the experience can take up to weeks or months to form. (CISV Sweden 2009, 74.)

Other two main points of educational principles are Peace Education and Active Global Citizenship which are both described in greater detail in the chapter 5. (CISV International 2011, 72).

### **3 Communicating in a Multicultural Environment**

Multiculturalism consists of learnt behavior models, traditions and attitudes amongst other things that are passed to us in our upbringing. The youth learn values in their own society and on their own conditions, but the media plays a big part in how those values will change in their minds and which will stay the same. Growing to multiculturalism starts formally in the day care and continues in the education we receive at school. Apart from that we are affected informally through all the channels and everyday experiences as well as the attitudes from our parents that easily pass on to children and youth (Helve 2002, 22-23.) As human beings we are far more complex than just a representative of a certain country or culture: we are affected by various cultures every day in very many links.

By bringing youth from different cultures and backgrounds together make a great contribution in their lives and the way they change their attitudes towards a peaceful and tolerant coexistence. (Unesco 2006, 8). Education is a life process: it happens everywhere and at any age. Even though the most visible institution for education would be school, there are other very commonplace institutions such as family. (Unesco 2006, 12). CISV camp forms an institution of its own in the education process of the children, youth and adults.

The Council of Europe has listed two main focus areas on their campaign “All Different, All Equal” which is a part of intercultural education. These focus areas are 1) “raising awareness of inequality, injustice, racism, stereotypes and prejudices” and 2) “providing knowledge and skills to challenge these issues in society”. (CISV International 2011, 11.) These themes are present in every single CISV program.

#### **3.1 Cultural Awareness and Individualism vs Collectivism**

Culture is such an inevitable part of us that it influences in the way we interact with other individuals without us even noticing. Even though each individual is a very complex composition, there are some common factors that bind us by our culture such as language, educational system and traditions (Guirdham 2005,43-43.) Culture doesn't mean country: even inside a country, there can be various cultures. (Jandt 2013, 6). All the cultures are unique and to some extent, different from any other. When you understand a certain culture, everything that it consists of makes sense since it is consistent to that particular culture. (Jandt 2013, 83.)

Intercultural awareness means that you are aware of your own cultural identity as well as understand that that of others' may vary. (Jandt 2013, 36). How we perceive things is not disconnected from our cultural environment but our brains shape the perception that we receive from the exterior world as well as the exterior world shapes our brains and thoughts. (Jandt 2013, 74.)

Cultures can be individualist or collectivist: in individualistic cultures dominates the interest of individual over that of the group whereas in collectivist cultures the interest of the group is dominant. (Jandt 2013, 169-70). In our camp we had countries from very different rankings on individualism; Italy from the ranking 7, Sweden 11, Finland 17, Brazil 27 and Colombia 49. Collectivism as a character underlines the relationships before accomplishments and it can be difficult for high individualists to understand the values of the collectivists. There are some concrete factors that influence on whether a culture is individualist or collectivist; e.g. countries of cold or moderate climates are more likely to be individualistic and countries with high birth rates tend to be collectivist. (Jandt 2013, 170-172.)

The fact of belonging on one of these cultures (either individualist or collectivist) reflects on the style of communication: individualistic and direct communication, collectivist and indirect communication. This is important to bear in mind, since in indirect communication the person tends to avoid showing negative feelings and the actual meaning of the message might be very tightly concealed inside the message. Also, people not used to communicating with direct way, should bear in mind that the speaker is not being rude on purpose when stating his points clearly. It's simply the way he has learned in his own culture. (Jandt 2013, 172.)

### **3.2 Barriers in communication**

Barriers in intercultural communication can be several; e.g. high anxiety when you are not sure how to behave in this specific cultural atmosphere which might cause you to concentrate solely on that feeling and not being present in the communication; non-verbal misinterpretations when we ignore the fact that gestures and other nonverbal symbols might mean different things in different cultures; assuming similarity instead of difference which, in lack of knowledge, makes you assume that other cultures are more than likely exactly the same than your own and making you act in that way; ethnocentrism which means that you consider your own culture and its values more superior compared to others and feeling negativity towards their culture and/or its customs. (Jandt 2013, 82-83.) This kind of ethnocentrism is very limiting, because it rejects the richness provided by other cultures and it blocks the exchange of ideas among people. (Jandt 2013, 85).

Silence is also one means of communication and it depends on a culture how you perceive it. Silence can be interpreted as agreement or disagreement, embarrassment or confusion among many other things. (Jandt 2013,123.) At our camp, the Latin leaders had some accustoming to do with the Nordic silence that sometimes surrounded us, but they seemed quite intrigued by it. If sometimes nobody was commenting anything, we used the phrase: "Now let's enjoy some comfortable Finnish silence." For them it wasn't so comfortable at first, but finally everyone was okay with it. The reason for that is that in many cultures, silence is perceived as lack of initiative and makes the people uncomfortable. (Jandt 2013,123).

Stereotypes and prejudices are also obstacles for intercultural communication. Stereotypes can be either positive or negative and they are born from the observations or beliefs from a certain group of people. Prejudice is also judging individuals by the group they belong to, but it is an irrational suspicion. (Jandt 2013, 85.)

When it comes to stereotyping, anyone can be the target and anyone can be the one stereotyping, and surely everyone falls in these two categories in their life time. The inconvenience that stereotypes cause for communication can be assuming something is accurate when it is not; reinforcing the existing stereotypes and assuming they are valid on each individual of that group. (Jandt 2013, 88-89).

Language can be a barrier, especially taking into account that even the speakers of the same mother tongue don't necessarily share exactly the same meaning for each word. It might become a barrier when translating to another language since translations are never perfect. (Jandt 2013, 133, 141.) Languages identify the culture, and things that are of importance in certain culture: e.g. there are 92 words for rice in the language of Hanunoo tribe in the Philippines – let alone 3000 words that exist in the Arabic language for camel. (Jandt 2013, 139, 141). In this sense, we might be translating words that have no equivalent in our own language. (Jandt 2013,143). Since we all have our own way of perceiving the world and we all create our own meanings, all the understanding that we do, is at the same time, misunderstanding (Jandt 2013, 142).

## 4 Voluntary Work

In voluntary work everybody's effort counts no matter how small. Everybody participates within their own know-how and capacity. The most important factor is being genuine about the volunteering and having the desire to participate. (Harju 2003, 41.) Volunteer can be anyone from any aspect of life and each has their own motives so they can't be categorized in one box. (NCVO 2014).

### 4.1 Introduction

Voluntary work is public action in a society or as a member of a community or in an organization. (Harju 2003, 9) The main points for voluntary work are that it is unpaid work, it benefits someone else than only yourself and you are doing it voluntarily. (Volunteering England 2009, 3). It has a purpose and it gives ordinary citizens the opportunity to participate in the development of their surrounding community or wherever they decide to help. (UN Volunteers 2014b). The beauty of volunteerism is that it benefits both the larger community as well as the sole individual: community by the work and effort done by the volunteer, and the volunteer by fulfilling whichever his or her motivation might be. (UN Volunteers 2014a).

### 4.2 Motives

Voluntary work cannot be based on obligations or neither incentives; the person needs to have the desire in himself to work for the cause he finds essential. Reasons for this are many and they can't be prioritized in a certain order since all individuals are unique. People, who are motivated, have **interest** for the cause and they feel pleased working for it. It is the same factor that you would have for a dear hobby of yours. **Desire to help** would be another motivational factor, doing the good deeds that also make you feel good yourself. We are social creatures and we get **pleasure** in helping others. **Desire to learn something new** or profound your knowledge in something you are interested in. **Making new friends** might motivate some and voluntary work is a natural way of finding people who are alike and whose company you are likely to enjoy. This would naturally also help you in case you are suffering of loneliness or isolation. Some people might be looking for **balance** in their life through voluntary work: look for something totally different from their everyday life or from their work or study environment. **Making new experiences** might be an important factor: we want to feel and experience, make goals and achieve them, make our lives meaningful and enjoyable. **Desire to make an impact** could drive you to political or societal non-profit work where you can promote ideas that are important for you or for the community you belong to. (Harju 2003, page 39-41.)

**Need to improve the quality of life** of you and the ones close to you can be an important motivational factor for some. **Responsibility** may drive you towards non-profit work, let it be responsibility for the environment, for community, for yourself, anything. **Social pressure** in smaller communities might make you feel obligated to participate in a certain organization, and even though it is not your own desire to go, after the beginning you might actually notice liking it and even become an active member. (Harju 2003, page 41.)

#### **4.3 Keeping up the motivation and Induction**

Successful experiences, good memories and positive image on the organization are factors that are likely to get the volunteers to continue their career in the organization. When they feel that the experience has been rewarding as well as challenging for them, and that it has been important and it has made influence, it will probably leave them thirsty for more. (Karreinen, Halonen & Tennilä 2010, 138.) Induction plays an important part here too: when the volunteers receive a meaningful and successful induction, they feel comfortable in the organization from the very beginning and are more likely to stay in it in the future. (NCVO 2014).

The purpose of the induction is to make the volunteer feel part of the organization and make it easier for him or her to contribute on his/her part. (NCVO 2014). Most important objectives of induction are to make the volunteers understand their own role in the organization or project and to make them understand the values and the purpose of the organization. Other matters consist of making sure the volunteers know whom to contact in case of emergency or other matters, where can they find information and support they might need and finally, getting them to know each other as well as other members in the organization. It is important to offer the volunteers a good induction, because in that way they are more likely to feel comfortable with the organization in question and they'll be more likely to stay there in the future. (NCVO 2014.)

#### **4.4 Maslow's Theory of Needs**

Abraham Maslow, a humanist psychologist, published his Theory of Needs in 1954, stating that individuals can't pursue the higher needs in this hierarchy without first achieving the lower ones. (Gawel 1997, 3).

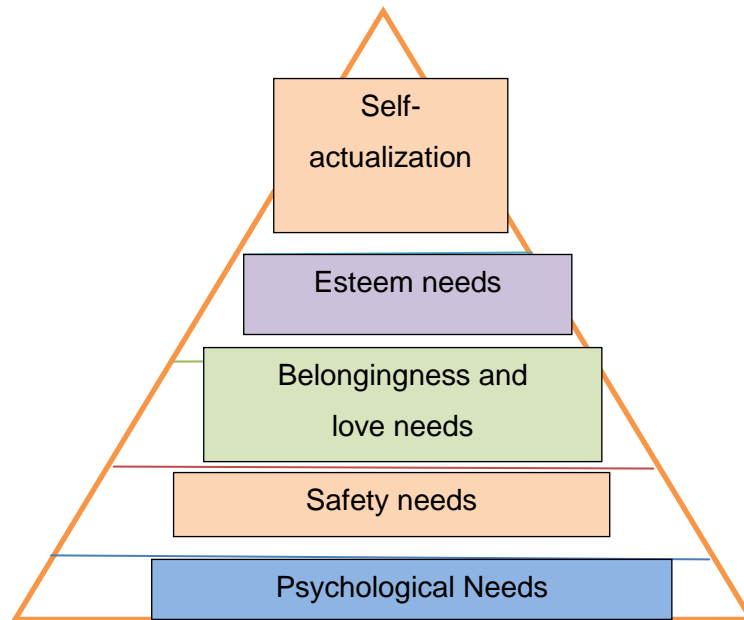


Figure 1. Maslow's Theory of Needs (Saybrook University, 2013-2014)

The lower part of the pyramid consists of the very basic needs; psychological and safety needs. Those would be enough food and rest (psychological) and the feeling of security (safety), for example. Once these are accomplished, you can move further to achieving the higher needs, which are categorized as psychological: belongingness and love as well as esteem needs: those would be the needs such as feeling loved and feeling of accomplishment. On the very top of the pyramid we have self-fulfillment needs, such as achieving your own full potential and creative activities. (Saybrook University, 2013-2014.)

Volunteering fits to the self-fulfillment needs as well as psychological needs, since it can be a need for social contacts and relationships (psychological need) but it's also definitely a need to develop yourself and get to your full potential through creative activities. Motivational factors of the CISV leaders and the category where they would fit in the Maslow's Theory of Needs, are discussed in the chapter 6.



## **5 Peace Education**

Peace education aims to change the behavior and create new attitudes in order to gain “freedom, social and economic justice, democracy and respect for human rights”. (CISV Sweden 2009, 32). UNESCO also lists as its missions to promote peace through education by incorporating peace education into national education systems of the member states. (Unesco 2008, 2).

Peace education is promoting the right attitudes, skills and knowledge towards a culture of peace respecting the basic human rights as well as yourself and others. (Unesco 2008, 3). According to Cortright (2011, 13) various non-governmental organizations around the world have actually started from peace movement, so Unesco and CISV are not the only ones in this boat. Peace is an important goal to achieve and it concerns everyone. Further reading on Global Peace in the chapter subchapter 5.3.

### **5.1 Introduction**

The absence of war or conflicts between or inside a country is actually not called peace, but negative peace. The term negative peace is indicating that there are some important points that concern peace missing. Peace becomes positive when it has the presence of justice. (Cortright 2011, 25.) Important characteristic of positive peace is the availability of the factors that make us obtain our full personal potential. It is the combination of “the minimum level of violence with the high level of social justice”. (CISV Sweden 2009, 9.) Countries that could be characterized as having the positive peace should therefore have no war or conflicts going on, no traumas (referring to the violence of the past), no structural violence such as inequality that prevents individuals from leading their life to its full potential and the existence of justice, equity and development. Positive peace is the cooperation for mutual and equal rights and the harmony inside you: when the people in your community are suffering, you share their suffer and when they are enjoying, you share that enjoying. (CISV Sweden 2009, 9,13; Galtung 2013.) Is this the reality in any corner of the world? Further reading in chapter 5.3.

### **5.2 Active Global Citizenship**

In CISV programs, the idea is to become an active global citizen: a person, who gains from globalization, builds new friendships around the world and shares the responsibility of themselves as well as everybody else. (CISV Sweden 2009, 64.) It is understanding, that development is a continuous process and we are part of that at all times. (CISV Sweden 2009, 73) Peace education can teach you the attitudes, skills and knowledge needed

to create a culture of positive peace. "Attitudes" mean qualities such as respect for others and for yourself and willingness to understand social issues taking place in the world. "Skills" mean e.g. being co-operative and creative when it comes to problem solving and being able to understand the perspective where the other person is coming from. "Knowledge" means acknowledging global issues such as human rights, poverty, gender equality and sustainable environment. (CISV Sweden, 73.) Active global citizen examines his own identity as an individual and their place in the world and as part of their own community. (CISV International 2011, 10).

### **5.3 Global Peace**

The situation of global peace has declined 5 % from the year 2008 to 2013 indicates the GPI, Global Peace Index which measures the negative peace. This means that 110 countries in the listing of 162 countries are less peaceful now than they were in 2008. In fact, it is the amount of internal conflicts that has increased. The conflict situations in countries like Afghanistan, Somalia and Syria affect the whole world through the global economy: the cost of global violence in 2012 was 9 460 000 000 000 USD. (Institute for Economics and Peace 2013b.)

Finland can be found from the ranking 7 of most peaceful countries in the world (top three being Iceland, Denmark and New Zealand). Factors that were measured were e.g. life expectancy (79,7 years), unemployment (7,8%), hostility to foreigners (0.0/4), higher education enrolment (91,6%), gender inequality (0.8%), women in parliament (42.5 %), civil liberties (9.7/10), functioning of government (9,6/10), and violent crime (1.0/5). In the scales from 1-5 and 1-10, 1 is very low, 5 and 10 are very high. (Institute for Economics and Peace 2014a.)

Eight pillars of peace which consist of factors such as low levels of corruption, free flow of information, well-functioning government and good relations with neighboring countries are the means to achieve the positive peace. (Institute for Economics and Peace 2013a, 4). These pillars effect on the well-being of the citizens and the development of the society as well as how positive is the peace in a certain country. The pillars for peace are included in the document of The Social Progress Index (SPI) which measures positive peace and excludes the economic factors of the country. However, in both GPI and SPI the top ten is exactly the same excluding one exception. Finland ranks number 8. The idea behind SPI is that the social and environmental development will also boost the economic prosperity of the country. (Institute for Economics and Peace 2014b.)

## 6 Discussion

Discussion part consists of analyzing the results of the survey, reliability and utilization, making the conclusions and reflecting on my own learning outcome.

### 6.1 Results of the Survey

Survey was conducted for the Finnish and foreign leaders of CISV. It was published in Facebook on CISV Helsinki's Leaders' group (62 members, Finnish) and on Kaikenkykyjenkylä leaders' group (8 members, foreigners). Altogether it got 14 responses.

1) How many times have you been a leader in CISV?

One	Two	Three	More
8	2	2	2

Most of the respondents (8 out of 14) were first time leaders. This is a good percentage taking into consideration that especially the needs of the first time leaders are in question in this product.

2) What motivated you to apply to a CISV camp as a leader?

Motivational factors top three:

<b>Making new experiences</b>	<b>10/14</b>	<b>71 %</b>
<b>Desire to make an impact</b>	9/14	64 %
<b>Previous CISV experiences</b>	7/14	50 %

From 14 contestants, 71 % chose "Making new experiences" as their top three reasons. Other two most common ones were "Desire to make an impact" (64 %) and "Previous CISV experiences" (50 %). Other options got votes from 1 to 6 excluding the two that got no voting at all ("Amusement", "Other").

### What motivated you to apply to a CISV camp as a leader? (Choose three most important ones)

Vastattuja: 14 Ohitetuja: 0

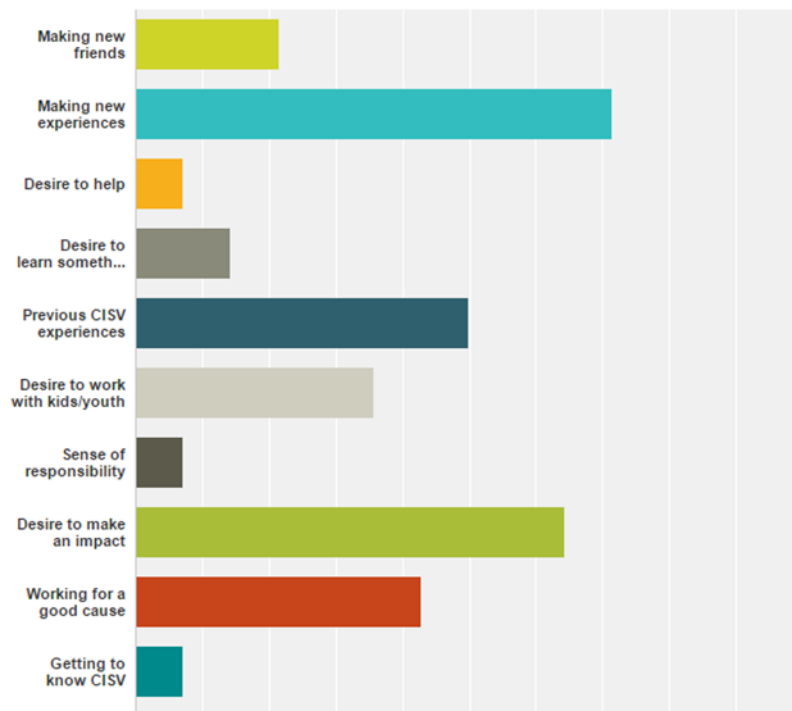


Figure 2. Motivation of the Leaders. (SurveyMonkey 2014)

Considering the Maslow's Theory of Needs, survey answers mostly belonged to self-fulfillment needs: making new experiences, desire to make an impact, working for a good cause etc. Psychological needs, such as "Making new friends", got 21 % of all the votes and were not among the primary reasons for most participants. This sample group would then confirm that the people who participate in voluntary work have their basic needs completely achieved and psychological needs at least partially achieved. The biggest motivational factors are found in the self-fulfillment needs of the Maslow's Theory.

Slight majority (6) had attended all the training sessions, but nearly as many (5) had only participated in one or two. As many leaders found the trainings very relevant (6) as relevant (6).

### 3) How many training sessions did you attend?

None	One to two	Almost every	Every session
-	5	3	6

4) How relevant were the trainings?

Not relevant at all (1)	Not so relevant (2)	Somewhat Relevant (3)	Relevant (4)	Very relevant (5)
		2	6	6

Majority (9/14) attended to either almost every session or every session. Five leaders mentioned only having participated in one or two trainings. That is an insufficient amount of training sessions considering that they are all compulsory.

Majority (12/14) did find the trainings relevant or very relevant.

5) Do you wish there would have been more training sessions?

The need for more training sessions got a vote for yes from 8 respondents, and no from 6. What is quite surprising is that the leader experience is not relevant in the yes-answers:

Leader experience and positive answer for more trainings:

Once	Twice	Three times	More
37 %	100 %	50 %	100 %

100 % of the respondents, who had participated two times or more than three times, would have wanted more training sessions. 50 % of the leaders who had experience from three camps wanted more training sessions. Only 37 % of the first time leaders felt that they needed more sessions. Also, five of the eight leaders who answered yes, had participated in every or almost every session so their need can be taken as a fact. Three who had only participated to one or two sessions might not have needed more if they actually would have participated in more trainings.

6) Did you get support during the camp?

12 out of 14 felt that they got support during the camp, and the two leaders answered that it wasn't relevant (interpretation: no support needed).

7) How well did your kids reach the goals of the program?

Youth reaching the goals of the program (in the opinion of their delegation leader) distributed in the following manner:

Not at all (1)	Not so much (2)	Partially (3)	Almost completely (4)	Completely (5)
		7	5	2

Leaders evaluated the achieving of the goals as seen in the table above. Most delegations achieved the goals partially. Goals are difficult to measure and difficult to achieve for some, but the most important part is to get the process started. Step Up might be a first CISV experience for many delegates and it might take some time to get the hang of it. That is one of the reasons why the trainings of the delegates as well as that of the leaders are very important for everyone to participate before the camp: to get the most out of the CISV experience. Participating in these trainings the youth will also know what are the goals in the program and they can think about those in their own progress during the camp.

Leaders were also asked how did they encourage their delegates and the answers were being supportive, being a role model, encouraging them, pushing them towards being more active, let them take the responsibility of their actions, helping with the language barrier, making them know the importance of their role in the camp and in the world, giving positive challenges, setting an example, approaching things from different perspectives, preparing the delegation times on areas of educational contents not reached yet, giving feedback and sharing opinions.

8) Did you get feedback on your return?

Nine out of 14 got feedback on their return and 5 did not. Considering the reflecting on your camp experience, feedback is an important closure for the process. Every leader should get it one way or another.

9) How likely are you to continue in CISV?

Ten out of 14 leaders are very likely to continue in CISV and four are quite likely to continue. Comments: "can't see myself without considering it past of my life anymore, camp experience as a reminder of how amazing organization CISV is and now will never forget it anymore and will start participating in the local activities as well, greatest organization in the world".

The dedicated leaders as well as staff and other people putting the camp together are the ones who make all this happen and help the youth build the camp of their dreams and becoming active global citizens.

## **6.2 Reliability and Utilization**

The sample analyzed in this survey is relatively small (14 leaders) and that might affect to the reliability of the responses considering the amount of leaders as a whole. On the other hand, even though all the people who have been a leader at some point of their life could answer, most relevant answerers were the ones who have been participating in a camp recently: they have the camp in fresh memory and are more likely to be able to give valid answers to the questions. The percentage of answering is a bit below satisfactory, but manageable in this product. Also, most of the answerers gave their comments which really gave good insights (e.g. topics for extra sessions, how to encourage youth).

There are some weaknesses in using the survey such as misinterpretations of the answerers; there is no way to know how they have interpreted the questions and in some cases, there might be misunderstandings; the seriousness of the answerers; did they take the survey seriously and honestly think about their answers with care. (Hirsjärvi & al. 2011, 184). The Jordanian leader asked some specification on a question he didn't understand and I explained it to him, but who knows if someone else missed the point on that question as well and just didn't bother to ask for specification.

I hope CISV Helsinki decides to utilize this material for the new Step Up leaders and add it to the CISV Finland material bank. The product can be further modified in case they wish for it.

## **6.3 Conclusions**

The relevance of the training sessions provided by CISV got really positive feedback, so the content of the trainings is essential and can be kept as such. Since majority hoped for more training sessions, these should be provided for those in need. However, there are quite many training sessions that are obligatory already so the additional ones could be voluntary ones. Each group of leaders participating in a camp each year is different and they might have different needs, so it is considerable to ask their needs every now and then in the training sessions, e.g. if there has emerged new topics they really would want information on.

Topics that were suggested by CISV leaders for extra training sessions were the following ones:

- Responsibilities with the parents
- Get-together or training session with only program specific leaders
- Local awareness JB
- Mental preparation, hopes and fears
- Communication

National feedback-weekend is a very functioning feedback-channel but not all the leaders could participate, so it could be useful to have a reunion for those who missed it, so that they get to reflect their experience also. Such a meeting could be organized a bit before than what is the schedule for the feedback-weekend since it is quite a while after the camp experience and it could be useful to reflect it before.

#### **6.4 Reflecting my own learning outcomes**

In the beginning I had difficulties on defining a clear topic on my thesis, even though I was sure I was going to do it for CISV. After the first meeting with the thesis advisor, the topic defined very clearly to what it is now. After getting past the hard phase when you feel like you are stuck, my interest in the topic only grew bigger and pushed me forward. The finalization was a hard phase again though; you are so familiar with your thesis that it is actually really difficult to start modifying it.

Survey was modified a couple of times and eventually it was consisting of only relevant questions, as it should be. Firstly it consisted of 14 questions but in the app where I made the survey, only ten questions were allowed so I started to consider whether all the questions were relevant for my thesis work. Finally, I ended up publishing nine questions with one extra question.

My schedule for performing the thesis was not realistic; even if I can commit to it intensely and a rapid way for a certain period of time, I can't expect the other people involved doing so. In this case, I didn't have time to get valuable feedback from the CISV members that would have been useful. Instead I just have to provide them with the ready-made product, which of course can still be modified. I didn't use the support that I most likely would have gotten from the organization.



It has been a great learning process though conducting and analyzing a survey, searching relevant information and relevant literature, producing academic writing, reflecting on my own camp experience as well as that of other leaders', providing CISV with material to use in the future and helping out the new leaders out there. This has definitely given me good basis to conduct another academic writing project sometime in the future.

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## **Attachments**

### **Attachment 1.**

## **Handbook for the First-time leaders in an International CISV Step Up-program for youth**



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# **1 Welcome!**

Congratulations, you have been chosen to a very important role of a Step Up-leader in an international CISV camp for youth. This handbook has been prepared for you, especially if you are a first time leader, and this is to support you and the trainings provided by CISV as well as give some insights from the first time leader's perspective.

I participated in a CISV-camp as a leader for the very first time in the summer of 2014 in Savitaipale, Finland. I will list practical matters concerning the camp as well as give some concrete insights from my own camp experience.

Let's get you prepared for an experience of a lifetime!

## **2 CISV – Children’s International Summer Villages**

CISV is an international organization founded after the Second World War by Doris Allen, a US psychologist, who wanted to do something on her part to help peace happen. She believed that the peace starts with children and therefore founded CISV to promote peace and global friendship by organizing international summer camps for kids starting eleven years of age. To this day, there are more than 70 member countries in the organization.

CISV has been present in Finland since 1953 and in 1959 the first local chapter, Helsinki, was founded. Local chapters are their own CISV communities that organize events separately and together with other chapters. Each chapter organizes international camps every now and then as well as national weekend camps for local kids and youth and each chapter gets their own invitations to international CISV programs.

CISV Finland has six local chapters which are Helsinki, Lappeenranta, Naantali, Porvoo, Tampere and Vaasa.

### **2.1 Values and Annual themes**

CISV’s values are friendship, engagement, inclusiveness, enthusiasm and cooperation and they stand for acknowledging differences that exist between us and understanding the similarities, participating rather than just observing, taking everybody into consideration, being active and enthusiastic and being a good team mate.

Annual themes are topics that CISV finds important and wants the youth to consider in planning of the activities in the daily camp life. Themes are the four following ones: Human rights, Sustainable Development, Conflicts and Resolution, Diversity. Each year one theme is on the highlight and each camp organized that year will relate to theme of the year. This year’s 2014 annual theme was Diversity and the theme of our Step Up was Disabilities.

CISV encourages to active global citizenship: to gain from globalization, to build global friendships and take responsibility of yourself and your community.



## **2.2 Educational Principles**

CISV's main educational principle is learning by doing, also called experiential learning: "I hear and I forget, I see and I remember, I do and I understand." (Confucius, Chinese philosopher) It means learning directly from the experience.

In the experiential learning your own commitment plays a big part: you participate, experience, think, discuss, reflect, learn and apply. You learn both from others and on your own, you share decision making with other delegates, you take the responsibility for your own learning and you recognize the importance of other people's knowledge, attitudes and values. (CISV International 2011, 37). In CISV these are divided into four steps that are do, reflect, generalize and apply. "Do" stands for participating and commitment whereas "reflecting" refers to discussing and talking: what did you see, think and do in the activity? What was the motivation behind your actions? Did you achieve what you were trying to achieve? "Generalizing" is to understand the experience in a larger context based on the observations and the reflection part. "Applying" means the contributing of the learnt outcome in everyday life. It might take some time to be able to do this, since the final conclusions of the experience can take up to weeks or months to form. (CISV Sweden 2009, 74.)

## **2.3 Program Specific: Step Up**

CISV programs are for kids, youth and adults starting from the age 11 when the kids can participate in their first international CISV program, Village. Altogether there are seven different programs; Village, Interchange, Step Up, Seminar Camp, Youth Meeting, Mosaic and International People's Project.

The program in question in this specific thesis is called Step Up, and it is targeted to the 14 or 15 year old youth. The duration of Step Up is always three weeks, including one host family weekend in a local family.

Each delegation consists of five delegates; one adult leader (+21) and four youth (14 or 15), two boys and two girls. Youth live together very closely in a multicultural atmosphere, learning to communicate with people from very different backgrounds, learning also about their own culture and themselves. Each youth belongs to a planning group, which consists of one or two leaders and four to six delegates from other countries than your own. Each planning group plans activities according to the camp theme or other CISV annual themes.

In Step Up the idea is that the youth build their camp and they get to make decisions themselves. They are the active doers and they can shape the camp to whatever they like (inside CISV principles and guidelines, of course). In a Step Up camp, leaders have to give the responsibility for the youth and accept that it's not the leaders who make all the decisions concerning the camp. It's a growth process for the youth and they will work towards achieving the educational goals set by CISV.

## **2.4 Step Up Goals**

Each program has their own specific goals and for the Step up Program the goals are the following:

- Developing leadership skills
- Encouraging social responsibility towards the community
- Developing a global awareness
- Enabling personal development

Developing leadership skills can be to take lead in an activity or any camp project and to be able to facilitate the group or other individuals. Encouraging social responsibility towards the community is to be able to identify current community issues and conflicts and to be willing to contribute to local community after the program ends. Developing global awareness means willingness to understand and cooperate with people from other cultural backgrounds and understanding current global issues. Enabling personal development is to be confident to participate actively in the group discussions and to work well with a team. (CISV International 2014, Search: PDPEF)

Each of these is to be completed, if not entirely then at least partially, by all participants. Each leader follows the development of his own delegates and his planning group members as well as all the youth in general. For this, we have a Step Up Individual Evaluation form (available in the material bank, CISV webpages). Each individual delegate has their own form and it's being filled by every leader and staff member throughout the whole camp. The youth themselves do not fill these forms and they are not available for the youth to see.

CISV Step Up evaluation for the goals was actually renewed some years back since the majority of the camps got so splendid results on the achievement of the goals that the CISV International felt that the camps should have more challenge. Since the processing of the camp experience and the learnt outcomes might take a while to grasp after the

camp has ended, the main idea is to get everyone started in the path and the ones who have reached the goals partially, would more likely get better results if evaluated some-time after the camp. So the camp experience is never for nothing, even if the achievement of the goals wouldn't have gone so perfectly.

## 2.5 Our camp: Kaikkienkykyjenkylä

Our camp consisted of nine delegations from nine different countries: Finland, Sweden, Norway, Italy, Portugal, Jordan, Georgia, Brazil and Colombia. In addition we had staff personnel of five; four Finnish staff members, one of whom was a camp director (responsible for everything) and one international staff from Canada.



Figure 1. Last day at Kaikkienkykyjenkylä. © Kristiina Utriainen

This year's CISV global theme was diversity and our camp theme was chosen to be disabilities. The name of our camp, Kaikkienkykyjenkylä, referred to a village of all abilities. Theme was seen in the daily activities planned by the youth as well as in the cultural activities planned beforehand by each delegation. The idea of the cultural activity was to reflect your own country's attitudes towards disabled people and bring it to a discussion with all these people from different cultural backgrounds.

The majority of delegates had been participating in CISV camps before (e.g. three out of four in the Finnish delegation, three out of four in the Brazilian delegation, four out of four

in the Jordan delegation) and some of them had even been in a same camp before with some youth from other nationalities. It's a small CISV world!

### **3 Preparation for the camp**

Participating in a CISV camp takes a lot of commitment and most of it happens before the actual camp. Most time-consuming preparations are the trainings and delegation meetings. Both of them play a vital role in making a successful camp experience for both the delegates and the leader.

#### **3.1 Trainings**

Each leader, as well as each delegate, will receive training for their own program specific camp. Training consists of the local and national training sessions. It is advisable to participate in all the training sessions provided by the local chapter and get the most out of them.

The CISVers who are in charge of the training for the leaders have been trained for their position by CISV International.

Local trainings are for leaders and they are organized for all the leaders who are participating through the same national chapter. Local trainings cover the following subjects:

- Leader's role in CISV camps and Educational Principles
- Basics of planning activities
- Preparation process for the parents' point of view
- Risk Management
- Filling the forms
- First aid

National trainings are training sessions that last over a weekend: there are two national training weekends; one for delegations and one for only leaders as well as one optional weekend camp where the delegation can participate together to bond and possibly test some qualities that will be needed in the Step Up program, e.g. leading activities. One of the training weekends is specifically for Step Up participants so for all of the participants who will participate in a Step Up camp during that year; for the delegates, leaders and staff members. The other is only for the adult participants of any CISV program that year.

National trainings may cover some contents that have been discussed in local trainings, but in greater detail. There are sessions for all the adult leaders together but also program specific sessions for e.g. only Step Up-leaders. It is a great place to hear the experiences and advice of the experienced leaders as well as hear the Step Up-program attending.

### **3.2 Delegation meetings and preparations**

Delegation consists of the four youth delegates and one adult leader (+21). Delegation should meet various times before the camp to take care of the practical issues as well as have time to get to know each other and bond. One of the most important tasks of the delegation is to get to know each other well before the camp. It helps adjusting in the campsite as well, since for a lot of people the beginning of the camp with 46 youth from nine different countries can be somewhat intimidating. In these moments, you can count on your delegation. Also, your delegation is most likely going to be the only people at the camp who speak your own language.

For a Step Up camp, the delegations also need to prepare something beforehand. This something is called Cultural Activity. The idea of this is to introduce the youth to planning activities, which they are going to do a lot in the campsite, so they'll get a bit more familiar to what it is like. Cultural Activity binds the theme of the camp with your own cultural background, e.g. in our camp the theme was Disabilities, so the theme for our cultural activity would be the disabilities in Finland: how do they appear and how are they treated, how does the society confront them? Cultural activities come in many forms and you can create anything. The staff might give you extra tasks to do before the camp, such as posters or come what may.

Delegations need to bring with them cultural things for Open Day (posters of their country, sweets, brochures, flag, anything that relates to their country and culture), and souvenirs for the staff (something particular from their own country) and host families. The tradition is that participants bring also CISV products of their own country and trade them with other participants.

### **3.3 Program Specific-meetings and CISV get-togethers**

Program Specific meetings are meant for the leaders of the becoming Step Up-camps, to share their feelings and concerns with the ones who are in the same situation. A program attending will also attend these meetings.

However, these don't always happen, for example this year we were trying to organize a meeting for all of us, but it never worked out. The problem might be that since there are so many compulsory trainings, people just don't have the extra time to fit their schedule for one more session. This would be an important way to connect with other leaders though outside of the trainings, in a more relaxed atmosphere and just talking about everything in general.

Each local chapter organizes CISV get-togethers where any CISV member can join. CISV Helsinki has get-togethers every Tuesday in Helsinki and apart from that there are Hesvi-events once a month. Those are targeted for the whole family and they can be anything from cooking to creating a solution for poverty-activities. In the CISV website and Facebook-pages there is information about extra get-togethers.

### **3.4 Pre camps and Forms**

The members of the staff will do the preparations of the camp and they keep sending you pre camps; documents about the becoming camp, what to bring, how to prepare, information about the country etc. These documents will help you and your delegation to prepare everything. In general, there are one to three pre camps sent per camp. Leaders can contact the staff on any questions they may have.

For a Step Up, the youth need three forms: **Health Information Form**, **Youth Legal information form** and **Youth Traveling Alone Legal Information Form**. Leader needs **Health Information Form** and **Adult legal information form**. Delegation needs one common form, **Travel Information Form**. Leader needs to check that everybody's forms are correctly filled and he should have copies of everybody's forms. In the campsite, leaders hand one set of forms for the Camp Director. Forms can be found in the CISV database online, CISV International ([www.cisv.org](http://www.cisv.org) → Resources) or CISV Finland ([www.fi.cisv.org](http://www.fi.cisv.org) → Materiaalipankki). Also copies of everyone's travel and medical insurance are a must.

There is one training session on filling the forms and the Step Up attending can always be contacted in case you are not sure of something.

## **4 During the camp**

Woohoo, the camp has started! It's going to be a very intensive three weeks in a very multicultural atmosphere with lots of challenges and lots of wonderful experiences. Let's see what it's going to look like.

### **4.1 First weekend: Leaders' weekend/Host Family weekend**

The very first weekend the youth will spend in the host families near the town where the camp is going to be. They bond some more with the delegation and get to know the local culture. Host families are often local CISV families who are happy to host international delegates for the weekend and present them their own culture. Host family weekend can be anything the family decides to do with the kids: visit the sights of the city, go into the nature etc. Host families are always interviewed by CISV local chapter.

Leaders are having their one final training weekend where they get to know each other as well as each other's delegates presented by the leaders before they even arrive at the campsite. This weekend is planned by the staff and the coach will be someone who has gotten the training to train leaders from the CISV international. In these activities you go through each other's strengths and weaknesses, ideas about the becoming camp, communication plans, dividing planning and cleaning groups, deciding on the rules, risk management and whatever the leaders and staff consider relevant. Some information and training might be overlapping with the national and local trainings that the leaders have gotten already in their home countries but it is also important to make sure everybody shares the same basics. The first couple of days of the camp are also planned in this first weekend, so the staff and leaders take care of the activities for the first couple of days.

### **4.2 Example of a Daily Schedule**

Following sketch is an example of what a daily schedule can look like. Delegates can change it to whatever they like in camp meetings. However, 6 hours of activity time is a minimum on a Step Up camp and that is not negotiable. One hour of planning group time and delegation time are also compulsory to have.



<b>8:00</b>	<b>Wake-Up</b>
<b>8:10</b>	<b>Flag time</b>
<b>8:20</b>	<b>Breakfast</b>
<b>9:00</b>	<b>Cleaning groups</b>
<b>9:30</b>	<b>Activity 1</b>
<b>11:30</b>	<b>Lunch</b>
<b>12:30</b>	<b>Free time</b>
<b>13:15</b>	<b>Activity 2</b>
<b>15:15</b>	<b>Snack</b>
<b>15:45</b>	<b>Siesta</b>
<b>16:45</b>	<b>Planning groups</b>
<b>17:45</b>	<b>Shower time/Leader's meeting</b>
<b>18:45</b>	<b>Delegation time</b>
<b>19:45</b>	<b>Dinner</b>
<b>21:00</b>	<b>Activity 3</b>
<b>23:00</b>	<b>Flag time</b>
<b>23:10</b>	<b>Lullabies</b>
<b>24:00</b>	<b>Lights out</b>

**Schedule from 8 to 15:45:** Wake up is done by the Delegation of the Day (see more in 10.7) The day starts and ends with flag time when the whole camp gathers together, wishes each other good morning in their own language and sings CISV-song standing in circle and holding each other's hands. After the breakfast follows cleaning time where cleaning groups that consist of delegates and leaders clean the whole campsite, each group taking care of a certain zone that rotates daily. After cleaning it's time for Activity 1: an activity planned by one of the planning groups. In this daily schedule the activities are divided into three slots so each activity takes 2 hours.

**Schedule from 16:45 to 24:00:** One of the most important hours of the day: planning time! **Planning groups** consist of four to six delegates who are in charge of planning the activities in the camp and one or two leaders who are facilitating the process of planning for the youth. Each planning group has slots in the camp calendar which they have to fill with their activities. When planning the activity, the planning group should bear in mind the important questions relating to the activity: does it relate to the theme? Does it help the delegates to achieve educational goals? There are activity planning sheets available in the material bank (CISV International online) which both the youth and adults get familiar to in the trainings and which they can use in planning time if they find it helpful. **Leaders' meeting** is an important communication channel for the leaders: that's the moment of the day when all the leaders and staff members gather together, share their feelings and anything that's on their or their delegation's mind. It's also a time for staff announcements, e.g. upcoming excursions, or any other topic on the agenda, where anyone can add topics to discuss. **Delegation time** is the time of the day when the whole delegation gathers together, where the youth get to speak their mind in their own native language and get to hang out and relax for a bit. Delegation times can be used for planning the cultural activity, but the main conclusion by most leaders is that it's the best when there are no obligations left for delegation times, since the camp life is quite hectic and one hour a day of relaxing is more than likely needed. **Delegation of the Day** is responsible for the waking up of the whole camp, usually music from their home country and screaming and shouting; organizing the place mats (the sitting order in the meals) and dividing turns to get the food, usually by asking questions of their country and letting the table that gets correct answer first go first; making sure that the schedule is followed and choosing songs for the lullabies among other things. There can be extra tasks designated to the DoD, such as writing a post to the camp blog. Every delegation gets to be the DoD several times.

Lights out time is decided by the delegates since they are the ones to decide everything else on the schedule as well. However, as leaders we gave them one rule that they had to respect when it came to deciding the lights out time: they have to get at least 8 hours of

sleep. As long as that rule was respected, they could choose any time they wanted. Leaders are responsible for staying up until the youth have gone to sleep though, so each night there are a couple of leaders performing the role of **Night Angels**. Night angels are to make sure the youth will go to sleep and once that is assured, they get to join the other leaders in the leaders' room or they can go to sleep.

### **4.3 Communication in the campsite**

The communication in an international camp of 51 people from 10 different nationalities (our camp; including the international staff) can be challenging at times and there are some cultural things to consider. This chapter concentrates on the main communication channels between different participants, some facts on intercultural communication and cultural awareness as well as possible barriers in the communication.

#### **4.3.1 Intercultural communication in a multicultural environment**

By bringing youth from different cultures and backgrounds together make a great contribution in their lives and the way they change their attitudes towards a peaceful and tolerant coexistence. (Unesco 2006, 8). Education is a life process: it happens everywhere and at any age. Even though the most visible institution for education would be school, there are other very commonplace institutions such as family. (Unesco 2006, 12). CISV camp forms an institution of its own in the education process of the children, youth and adults.

In this ever globalizing world we have more nationalities living side by side than ever before. In many corners of the world, children are getting accustomed to people from different backgrounds and cultures from early on, but the environment that CISV offers for many kids and youth is very unique. There are so many people of same age from various countries who are in very intense communication throughout the whole duration of the camp, activities that deal with cultural differences and make you learn not only about other people but about yourself as well. There are people from different social classes, religions and ethnicities among other things so it really offers a unique experience for everyone who is participating.

In our camp we had countries from very different rankings on individualism (Individualism rankings for 50 countries); Italy from the ranking 7, Sweden 11, Finland 17, Brazil 27 and Colombia 49 (Jandt 2013, 171). The difference in communication in these countries is related to the ranking on the individualism: high individualist countries are more straightforward and for them, the individual comes before the group; in collectivist cultures the actual message might be very well hidden in the message and for them, group comes

before individual. Everyone is an individual, but bear in mind; expressing yourself as straight-forward as we do in Finland, might seem too rude for the ones from collectivist cultures.

At our camp, the Latin leaders had some accustoming to do with the Nordic silence that sometimes surrounded us, but they seemed quite intrigued by it. If sometimes nobody was commenting anything, we used the phrase: "Now let's enjoy some comfortable Finnish silence." Silence means different things in different cultures, e.g. lack of initiative or embarrassment, and therefore the way we perceive it is different. For them it wasn't so comfortable at first, but finally everyone was okay with it – when they knew that it was natural in our culture and didn't have any negative meaning.

Communicating with so many people from different countries on a daily basis can also be exhausting at times, and for this reason delegation times are very important for the youth: to get a break from hectic camp life and communicate in your own language, to go through the feelings you might have and discuss anything that comes to mind.

#### **4.3.2 Barriers**

Stereotyping and prejudices can be a barrier that effect on the desire to get to know to people from certain countries. In CISV camps, there are often some activities about stereotypes of each participating country. At our camp, in the very first week we had leaders' activity for the delegates: the idea was to first come up with stereotypes of your own culture with your own delegation and then each delegation got another delegation's stereotype-paper and they made a little play out of it. Since the stereotypes were written by the representatives of the culture, there wasn't a risk that somebody might get offended by the plays. The activity was a lot of fun, and afterwards in the debriefing we discussed whether the stereotypes were accurate and how did the youth feel about them.

Language can be a barrier for those who are not so confident about their language skills or who simply can't speak it very well. Youth might not be very accustomed to speaking English on a daily basis either. In CISV camps, the youth might share a very different level of English and it might affect to their confidence to participate in the group discussions and activities. However, leaders are there to help and to translate whenever needed and the ones who feel this barrier in the beginning of the camp, will probably progress a lot during the three weeks. At some camps, there might be more than one delegation with the same native language such as Spanish, and those kids would probably want to bond in

their native tongue. However, the official language of CISV camps is English and it is to be used at all times when there are people from other countries around.

### 4.3.3 Communication between the participants

In a campsite with 51 persons you are in very intensive surroundings and communicating on a day to day basis with everyone. The main communication channels between different participants can be seen in the table 1.

Table 1. The main communication channels.

	Staff	Leaders	Delegates
Staff	staff meetings	leaders' meetings	camp meetings
Leaders	leaders' meetings	leaders' meetings	planning groups, delegation time, camp meeting,
Delegates	camp meeting	planning groups, delegation time, camp meetings	planning groups, delegation time, camp meeting

Staff members have meetings by themselves whenever needed and one or more of the staff members will also participate in the daily leaders' meetings. Leaders' meetings can be organized in various ways; one common way that we used is to have one leader as a chair in every meeting. The agenda is whatever topics the leaders and staff have written down such as changing the schedule, upcoming excursions etc. The chairperson can start the meeting by going through each leader and their delegation, how are they doing and whether there is something more to talk about that everybody should know. It's a nice way of keeping up to date how is everybody feeling and if they have something on their mind.

Camp meetings are called when there are more than a certain amount of topics on the agenda or whenever someone decides to call it. Any participant of the camp can write a topic on the agenda. Chairperson is one of the delegates, and it can stay the same throughout the whole camp. Camp meetings might happen once or they might happen up to five times in one camp, it depends on how many things the youth find in need of changing or topics to discuss throughout the camp. Camp meetings are run by the youth and staff and leaders will follow but not lead the discussion. First camp meetings can be a hassle since the youth are not necessarily accustomed to participate in similar meetings.

For leaders, daily communication channel with all the leaders and staff members together is the leaders' meeting. It's really important since it gathers everybody together for one hour to talk about the camp matters and check up on everybody. Staff has often announcements to make concerning becoming excursions or events that leaders then communicate to their delegates in the delegation time.

Leaders communicate with their delegates every day in the delegation time, when they get to give their full attention to their delegates. Planning groups might bond a lot as well since they meet every day for one hour as well. Planning groups can also be changed during the camp if that's what the delegates want.

Apart from these, everybody communicates with each other in the activities, in their free time, during meals, in their rooms, throughout the camp days, all the time and everywhere.

#### **4.4 Activities**

Activities are a big part of the daily life at the campsite. The idea is to have meaningful activities relating to the camp theme and supporting the achieving of the goals. In a Step up, the daily activity time is minimum six hours. Activities can be any creative sessions such as debates, discussions, role plays and games. In the CISV database online you can find various ready-made activities, some of which are so popular that they are executed at almost every camp, but the idea is to encourage inventing new activities or modifying the existing ones to fill new purposes. (CISV International 2011, 32.)

1st week activities are especially in the beginning, getting to know each other activities, building the trust between all the participants and making them feel comfortable in the camp environment and atmosphere. Also the first camp meeting will happen during the first week so that the youth get to make the rules and commit to those.

2nd week activities might include another camp meeting, if people find it necessary, most likely some out of the campsite-excursions. Mid-point evaluation.

3rd week activities can be trust games and activities that go deeper than the previous ones, more personal ones for example.

Since activities are such vital part of the Step Up camps, the youth are trained to the idea of planning activities in the national training weekend as well as leaders to facilitate the

planning groups. They have also been introduced the activity planning sheet which helps you to get started in the planning if it feels difficult in the beginning.

#### **4.5 Debriefings**

After each activity, follows a debriefing, which is reflecting the activity and a very important part. It's a discussion that the planning group will lead by asking questions and putting delegates' minds to work. Debriefings can be done commonly for the whole group or by dividing the group into two or more groups, whatever works best for the participation of the delegates.

There are three phases to consider in the debriefing: discovering, which is pointing out the problem; understanding which is exploring the theme a bit further and creating, which is figuring out how can you contribute to the change as an individual. Questions to answer could be e.g. Can you find a similar kind of problem in your own society? (discovering), Can my everyday actions influence the problem? (understanding) and How can we contribute to change? (creating). (CISV Sweden 2009, 77.)

Also, in the debriefing part the planning group gets the idea how successful their activity was and what can they improve for the next one.

#### **4.6 Special Camp Days**

Local Impact Day is a newcomer in a Step Up program: the idea is to contribute to the local community by doing something for them. Our local impact day was in the reception center of Joutseno which receives the asylum seekers and refugees who arrive to Finland and are waiting for the decision of their permit of residence. The youth were divided into two, other group took care of painting a playhouse for the kids in the reception center and other group was playing with the kids and running activities for them. The objective was to offer some change for the kids who might wait there for a year to get the decision which might be negative. The kids really enjoyed the day we spent there as well as the youth really enjoyed being there.

Open Day is the day of open doors when anyone can come visit the campsite and get to know the organization and the cultures of the participants. Usually the youth have some activity or show planned for the visitors and each country has their own stand where they introduce their country and culture by posters, leaflets, treats, candy and anything that comes to mind. Often the host families where the youth stayed the first weekend come to visit as well as local CISVers and newcomers.

Leaders' night out is for leaders to enjoy a relaxing night-off from the campsite, spend good time together and then go back to the campsite with their batteries charged. Night out can be anything, as long as it is not too far from the campsite.

Apart of this, every leader has a day off they can use whenever they like, not more than three leaders on the same date though. It's 24 hours that you get to be out of the campsite and it is most likely needed since in the campsite there really isn't a lot of free time available. You can travel somewhere for your day off, but you can't leave too far from the campsite. Day off can be a day to relax or getting to know the local culture, whatever you decide. And it's wonderful to come back to the camp, during the 24 hours you have most likely started missing the camp already!

#### **4.7 Encouraging the youth to achieve the goals**

Step Up-leaders' role is to be a facilitator: to help the youth to discover the answers themselves and let them do by themselves. Facilitation can be quite difficult at first: you are supposed to help them to make the conclusions without participating too much in the process yourself. You should challenge the youth to work on their best potential and be a supportive role-model for them. Leaders are the adults in the campsite, and it does make a difference how they act and react in the campsite. They are showing the youth an example to follow.

In a survey that I conducted for the CISV leaders, they were asked how they encouraged their delegates. The answers were being supportive, being a role model, encouraging them, pushing them towards being more active, let them take the responsibility of their actions, helping with the language barrier, making them know the importance of their role in the camp and in the world, giving positive challenges, setting an example, approaching things from different perspectives, preparing the delegation times on areas of educational contents not reached yet, giving feedback and sharing opinions. There are many ways to encourage the delegates, and as the camp moves forward, you'll get to know the delegates better and you'll know how to encourage each one.

The role of the facilitator can only be learned by facilitating. If you don't learn it in your first CISV camp, the second one will most likely go a lot better.



## **4.8 Challenges**

Challenges at a Step Up camp are likely very different from the challenges at a Village, for example. There might be violations of R-7, which is a CISV document of standards, regulations and guidelines. Violations can be the use of alcohol, sexual activity etc. At the national training weekend we covered some hypothetical situations and how to deal with them. That was a very good activity and it really made you think about the possible upcoming challenges and your own reactions to those.

Before the delegates arrive to the campsite, leaders should make their united front: make rules on how different challenges are treated in case they occur. Of course there might be situations that nobody would have thought beforehand, but the basics should be discussed and to be clear to everyone how to deal with similar occurrences. Also, some kind of rules should be discussed inside the leaders' group. It is much easier to decide before anything happens than to start dealing with them after they have happened.

In our camp, there were quite many romantic couples and there was some negative feedback from some delegates about how they feel like outsiders and bothered by the continuous "couple-time". Therefore, we came up with the rule that no exclusive coupling was allowed in the activity time. Couples did respect this rule.

Facilitation can also be a challenge for some leaders. I had problems in the facilitation of the planning group: I was participating too much in the planning process and being too much as one of the planning group members. Facilitator should not be the one to make the decisions in the planning group or even an active doer in the planning. They can ask questions, but not answer by themselves. In the training we were told, that it's okay if the activity fails; it teaches the planning group more than making a successful activity with the lead of the leader. Some leaders took too much responsibility in the running of the activities of their planning groups. This was corrected when pointed out by other leaders.

## **4.9 Evaluation**

There are two evaluations in the camp: mid-point evaluation and final evaluation. The leaders conducted the evaluations for the delegates and the evaluation for leaders was done by CISV members who were not participating in the camp.

For the mid-point evaluation for the delegates, we used these kinds of "pizza-models" with different themes and the delegates marked a dot with the pencil on how successfully they saw each compartment had been achieved: the closer the dot to the middle, the better.

Each leader had their own pizza with the theme and delegates were circulating in groups and going through each pizza. After marking down the dots, they had a group discussion with the leader where they could explain themselves in greater detail.

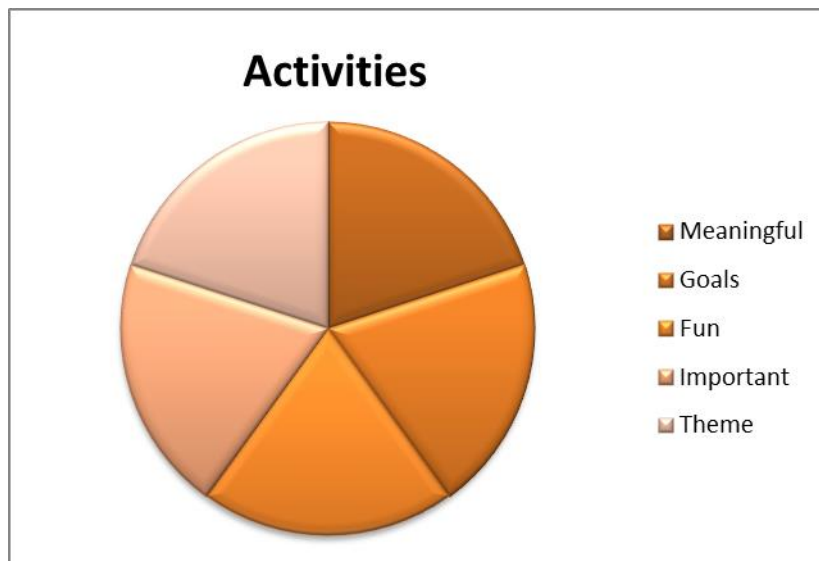


Figure 2: Pizza-Model Evaluation

In the Activities-evaluation for example, there were five contents to consider: How meaningful were the activities in the campsite? Did they encourage achieving the goals? How fun were the activities? How important they felt? How well were they in line with the camp theme?

Other themes of evaluation were camp atmosphere, campsite, staff, leaders, delegates, food, local impact day and excursions.

In the final evaluation we used smiley faces that were distributed around the activity room, and when answering to a question, the delegates moved to the smiley which most reflected their attitude on the matter. We had a very sad face, confused face, happy face and very happy face.



Figure 3: Final Evaluation with Smileys

After the delegates answered the question and sat down with the smiley which was most appropriate according to their feelings, leaders distributed themselves to each group and listened to the opinions of the delegates. After discussion, a delegate from each group presented the points discussed in that group.

## **5 After the camp**

After a CISV camp, there are feedback weekends for both, delegates and the leaders, for reflecting the camp experience. It's an important part of the process, and since the comprehension of the camp experience might take up to sometime after the camp, the feedback might give new insights and encourage new attitudes.

### **5.1 Feedback-weekends**

Feedback-weekend for delegations was for all those delegations who participated in a CISV camp this year, 2014. There were delegates between ages 11 and 16.

The feedback weekend was planned by the Village and Step Up leaders of 2014 who gathered together to talk about the needs of their own delegates and what activities would serve best to reflect their camp experience. The contents were sharing and reflecting the camp experience, commitment to the themes, contribution of the learnt outcomes in everyday life and getting inspired to continue in CISV.

The Step Up youth got an extra task to plan Hesvi, the Helsinki chapter's monthly get-together for next month, which was part of the process of keeping them involved in CISV.

Adults' feedback-weekend was for all the adult leaders, junior leaders and seminar camp participants who participated in any CISV camp in 2014. Most part of the day was spent in Program Specific-groups where the leaders of the same program got to share and reflect their experience and learning outcomes. As leaders, we got to participate a lot in the reflecting session led by the Step Up attending, coming up with the topics we wanted to share and discuss and know about the others' experiences.

### **5.2 The future**

There is no upper age limit for CISV programs, so leaders can become leaders time after time! While waiting for the next camp, you can participate in national weekend-camps which are organized by each local chapter various times a year. It's also a nice way to meet your old delegation and keep in touch with them. There is a lot of voluntary work to be done in CISV and there can be a role found in the organization for everyone willing to have one. See you in the next camp!

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## Appendices

### Appendix 1. Survey

1. How many times have you been a leader? (Quantitative) <b>first time</b> second time <b>third time</b> more
2. What motivated you to apply to a CISV camp as a leader? (Choose three most important ones) (Qualitative) <b>Making new friends</b> Desire to help <b>Desire to learn something new</b> Previous CISV experiences <b>Making new experiences</b> Responsibility <b>Desire to make an impact</b> Working for a good cause <b>Amusement</b> Getting to know CISV <b>Other</b> If other, what?
3. How many training sessions did you attend with your local chapter? (Quantitative) none <b>1-2</b> almost every session <b>every session</b>
4. On a scale from 1 to 5, how relevant the trainings were considering the experience as a leader? (Quantitative) <b>1 Not relevant at all</b> <b>2</b> <b>3</b> <b>4</b> <b>5 Very relevant</b> comments
5. Do you wish there would have been more sessions? (Qualitative) <b>Yes</b> No <b>If yes, what topics?</b>
6. Did you get support in the camp? (from other leaders, staff, your chapter)

<p>(Qualitative)</p> <p><b>Yes</b></p> <p>No</p> <p><b>Not relevant</b></p> <p>comments</p>
<p>7. On a scale from 1 to 5, how well your kids reached the goals of the program? (Quantitative)</p> <p><b>1 Not at all</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5 Completely</b></p> <p>comments</p>
<p>8. Did you get feedback on your return from the camp? (Qualitative)</p> <p><b>Yes</b></p> <p>No</p> <p>comments</p>
<p>9. After the program, how likely are you to continue in CISV? (Qualitative)</p> <p><b>Very likely</b></p> <p>Quite likely</p> <p><b>Not so likely</b></p> <p>Not likely at all</p>